Understanding children's early literacy development: the nature and role of parental support

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Abstract:
The project, "Understanding Children's Early Literacy Development: The Nature and Role of Parental Support" focused on exploring how parents can support their children's early literacy development and on examining research on the importance of supporting early literacy development. The literature review also focused on reading theories, critical factors in early literacy acquisition, and ways to support early literacy at home. Critical factors in early literacy acquisition include motivating learning, readiness for learning, non--traditional Western literacy practices, indigenous early literacy, and play. Oral language, reading through shared book reading and environmental print, phonological awareness, letter knowledge, and how the home environment and parental help support literacy are also included. The project concludes with a PowerPoint and script intended for parents and colleagues.

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Parents and their children were asked to participate in three semi-structured literacy activities: a book reading, play session, and writing task. During these tasks, the following parent behaviors were analyzed: labeling, generalizing, repetition/paraphrasing, scaffolding, quantity/variety of parental language, and fostering of child autonomy. Parent-child literacy interactions were observed and audio taped. The types of parent-child interactions in the home setting plays a key role in children's early learning. The types of parent-child interactions in the home setting plays a key role in children's early learning. These layers assessed mothers' beliefs and the nature of their actual literacy interactions with their children. Children from high-risk backgrounds showed poorer literacy outcomes than low-risk students, though three family factors (school socio-economic status, parents' phonological awareness, and family history) typically accounted for less Year 1 variance than the within-child factors. The Role of Families in Children's Literacy Development - What can Parents Contribute? Parents, as children's first teachers [20] play a crucially important role in building their offspring's emergent literacy knowledge and skills [21]. Parental Factors as Predictors of Literacy Difficulties. Dramatic play allows children to experiment with purposes for literacy they've seen at home. Dramatic play allows children to recognize that different tasks require different texts. By regularly and systematically incorporating literacy props into dramatic play, you help children realize that different tasks require different texts. By taking on different roles, they will gain an understanding that characters have different personalities and motivations. They will learn that the story unfolds in a certain way: the littlest billy goat goes over the bridge first, then the middle-sized goat, then the biggest goat, and so on. In the process, young children gain a sophisticated understanding of narrative structure. Concluding Thought. Paper 9 - Children's play with digital media in a Danish pre-primary school: Media literacy between a play-cultural child perspective and a school-cultural adult perspective. Paper 10 - Creative and playful learning with Biophilia in preschool, after-school classes and primary schools in Iceland. Paper 11 - Kids Project: Portuguese children's perceptions and participation in the design of a literacy-learning interface. Paper 12 - Beneficial effects of digital early literacy interventions in kindergarten children born late preterm. Essay 1 - Childhood, digital culture and parental mediation. Essay 2 - Reading to learn on screens.